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CIRCULAR OF INFORMATION

Concerning

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The Teacher Training Course

in High Schools

and

The Issuance of State Certificates

to Graduates of Private and

Denominational Schools

In West Virginia

1921

Prepared by

J. F. MARSH, Secretary

Issued by

THE STATE BOARD
OF EDUCATION

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DIVISION OF DOCUMENTS

FOREWORD

This bulletin is intended as a general guide for students interested in preparing themselves for the profession of teaching in West Virginia and desiring to meet the requirements for certificates upon graduation; also, for the use of persons responsible for the administration of schools and departments preparing teachers. Here and there teacher-training by both students and administrators is taken too lightly. The State Board of Education hopes that all concerned will carry out the state requirements with great care on account of the importance of the business of training the teachers of the future citizens of our state.

The regulations and courses of study found in this bulletin are based upon reports and recommendations made by the leading educators and normal training teachers of our state. The State Board of Education found these reports varying in many details and has tried in these pages to follow the best combined thought expressed in the recommendations referred to. Any one following these directions will easily understand that they may not meet all individual opinions. The State Board of Education appreciates the co-operation of persons working in teacher-training departments and invites suggestions and constructive criticism at all times.

STATE BOARD OF EDUCATION,

Charleston, West Virginia.



ROUTINE PROCEDURE FOR ALL TEACHER-TRAINING

Confusion and delays are sometimes caused of the lack of a clear understanding of procedure on the part of persons in charge of teacher-training work in institutions. The following notes indicate the simple method of securing approval of candidates, and the issuance of certificates based upon the completion of courses:

1. **Preliminary Notice.** The institution should give the State Board of Education notice of its intention to train certain classes of teachers so that proper instructions can be forwarded before the classes are organized.

2. **Preliminary Report.** The State Board of Education furnishes to normal training departments report forms that should be made out soon after school opens showing what work candidates have completed and what work they propose to do during the year. This will enable representatives of the State Board of Education to determine whether the candidate will be eligible for a certificate, and to make suggestions concerning changes that should be made in any pupil's course of study. Unless such preliminary reports are made candidates may be disappointed at the end of the year because of a failure to meet state regulations.

3. **State Visitor.** The State Board of Education will send a representative to each teacher-training institution as early in the year as possible. This agent will meet the instructors in teacher-training, look into the methods, examine the equipment, and meet the members of the normal training classes for a general conference. In urgent cases the State Board will attempt to have a representative make the visit very early in the school year and at other times on special request.

4. **Final Report.** At the close of the year the head of the normal training department or institution will be requested to make a final report showing what students have completed courses in accordance with the requirements of the State Board. Forms will be furnished for such reports.

5. **Application for Certificate.** Applicants approved by the State Board of Education will be furnished special forms for making application for the certificates. These may be made in bulk through the head of the department or institution or by the applicants individually. It is important to distinguish between the final reports and the applications. The reports should show

all students recommended for certificates whether such students ever expect to apply for certificates. In sending remittances for fees be sure to indicate clearly the names of the applicants whose fees are being paid. No certificates are issued until formal application and the required fees are received.

HIGH SCHOOL CERTIFICATES

1. The institution offering candidates for this certificate must meet the general standards set up by the State Board of Education as to income, equipment, faculty and organization for the granting of baccalaureate degrees.

2. The institution must notify the State Board of Education of its intention to prepare and offer candidates for certification. Such notice should be given to the State Board of Education before or soon after school opens so that a proper understanding can be reached concerning the work to be done by students who expect to secure certificates upon graduation.

3. The applicant for the regular high school certificate must have a standard college degree or equivalent training.

4. Observation and practice teaching satisfactory in quality and quantity must be done. A minimum of two semester hours will be required. Further suggestions concerning this work will be given below.

5. The applicant must complete at least twenty semester hours of college professional work. As a rule a large proportion of this work, at least one-half, should be given in the Junior and Senior years of college. Since there is sometimes a question as to the acceptance of certain types of professional work at full value, it is the better policy for the private and denominational schools of our state to give candidates twenty-two to twenty-four semester hours in professional subjects. A partial list of professional subjects recommended follows:

Psychology (general)	Vocational Education
Psychology (special)	Educational Measurements
History of Education	Special Methods
Administration and Supervision	Observation and Directed Teaching
Principles of Learning and Teaching	Educational Sociology
Child Study	Physical Education
Philosophy of Education	Education of Abnormal Children
Principles of Education	

SPECIAL CERTIFICATES

Drawing, Music and Writing

The general requirements for securing such certificates upon graduation are as follows:

1. High school English at least..... 2 units
2. Professional subjects..... 6 semester hours
(See list under high school certificates)
3. A special course in the subject or subjects to be taught under the special certificate including the allied subjects—at least..... 2 years

Other Special Certificates

Special certificates for teaching such subjects as **agriculture, home economics, manual training, commercial subjects,** and other special subjects not included above may be secured upon the completion of courses meeting the following general conditions:

1. High school English at least..... 3 units
2. Professional subjects..... 10 semester hours
(See list under high school certificates)
3. Special subjects and related subjects..... 2 years

If the holder of such a certificate expects to teach in a standard high school, it will be necessary, under most circumstances, to show evidence of the completion of a standard collegiate course.

Applicants for special certificates under either of the headings above should understand that such certificates represent thorough training for teaching that special subject and that such certificates cannot be granted as an accommodation to persons who did not have teaching in mind when taking training in any special subject.

Special Courses in Institutions

Institutions desiring to offer special courses in any of the subjects suggested above should submit an outline of the course to the State Board of Education for approval so as to insure the issuance of the special certificate desired to applicants who complete such courses.

The Standard Normal School Certificate

(NOTE—Attention is directed to “Routine Procedure” on p. 5 of this bulletin)

1. **Definitions.** The term **unit** as used in this circular represents the study of a subject for thirty-six weeks, five periods a week, with a minimum of forty minutes to the period. Double periods (at least eighty minutes) in laboratory work and observation and practice teaching should be counted as one forty-minute period in other subjects unless definite preparation and follow-up work are required for such exercises to take the place of the preparation necessary in the regular subjects.

Semester hour means the study of a subject for eighteen weeks, one period a week, fifty-five minutes per each recitation, together with the necessary preparation for the recitation.

2. **High School or Preparatory Work.** Students admitted to the standard normal course must present official evidence of graduation from a standard, first-class high school or of completion of a course of study fully equivalent to such graduation.

The State Board of Education does not prescribe the subjects to be taken in the high school course; but if a student does not have credit for the following subjects from the high school or preparatory school, he must obtain these credits in the normal school or normal department:

United States History and Civics including West Virginia	
History.....	1 unit
Music.....	$\frac{1}{2}$ “
Drawing.....	$\frac{1}{2}$ “
Home Economics (for girls).....	1 “
Manual Training (for boys).....	1 “
Agriculture, general science, everyday chemistry, botany, nature study, physical and commercial geography—from this group at least.....	
	1 “

3. **Normal School Work.** Each candidate must present at least sixty-four semester hours of normal school work, that is, work taken in a school of higher rank than a high school whose work is approved by the State Board of Education. This normal school work consists of two kinds—professional and academic—of which at least twenty-eight semester hours must be professional and must include the following:

I. Required Professional Subjects:

1. Educational Psychology.....	4 semester hours
2. Principles of Studying and Teaching.....	3 " "
3. Special Method including an analysis and a constructive review of the common branches.....	6 " "

(NOTE—Students should give special attention to subjects that will prepare them for definite service in Teaching)

4. School Management and Hygiene including physical education.....	4 " "
5. Observation and Directed Teaching.....	3 " "

Total required.....	20 " "
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II. Suggested Elective Professional Subjects (at least 8 semester hours):

1. Supervised Study
2. Measurements of Elementary School Achievement
3. State and County School Administration
4. Educational Sociology
5. Physical Education
6. Psychology of Childhood
7. Philosophy of Education
8. History of Education
9. Special Methods

(NOTE—Electives should be grouped so as to help the student prepare for some definite field of service in teaching)

4. Instruction in Professional Subjects. The State Board of Education will not presume to outline in detail the topics to be treated and the plan to be followed in teaching professional subjects. The attention of the persons giving instruction in such subjects is directed to the following comments:

(a) Lecturing which apes the custom that may be excused in certain graduate collegiate institutions has no place whatever in a normal school. It represents a type of teaching entirely opposite to that to be inculcated by the normal course and its use by persons who are permitted to instruct candidates for certificates may nullify to some extent the good work of several other teachers in the same school or department.

(b) Discussions based upon well directed reading from up-to-date sources and reports and observations of actual conditions bearing upon the subject in hand should mark recitations in a normal department.

(c) In the opinion of the representatives of the State Board of Education who have visited the normal departments of the state, considerable time is wasted in keeping elaborate notebooks which to some extent represent the copying of tables of contents and chapter headings and sub-headings of textbooks. If notebooks are kept, they should be considered more as plan books containing useful suggestive material and outlines that will be of practical assistance to the teacher when she takes up her regular work in the school room. In some cases they may be used as evidence of proper preparation on the part of students.

(d) Persons giving instruction in professional subjects are to be encouraged in their effort to give emphasis to deep-lying fundamental principles rather than to details and devices. On the other hand, the students should be led to make enough applications of such principles to actual conditions to give the prospective teacher a clue to making further applications when she takes up her regular work.

5. Observation and Practice Teaching. Most of this work should be done after the student has taken work in at least one of the first two subjects listed in the professional group above. Before making observation the students should be fully prepared for profitable visiting and should be required to analyze their observations on a scientific background with the teacher observed present if possible. There is some danger that candidates for normal school certificates get a set or narrow view of school room problems by overspecializing in a certain grade or in a certain type of school. While most of the work may necessarily be done in one school, the students should be required to observe different types of work under a variety of conditions. The plan adopted by some schools of having students in normal classes visit the home school during the vacation and make a report on returning to the normal proves profitable.

Practice teaching should be an important feature of the standard normal school course. In beginning the exercises should be preceded by a careful preparation on the part of the pupil teacher—organizing subject matter and planning the procedure of the lesson with the teacher of the normal class and if possible by consultation with the teacher in charge of the practice class. The teaching of the lesson should be followed by a conference of the students with the supervising instructor. In the opinion of the State Board of Education it is better to have fewer teaching

exercises with better preparation and intensive discussion of each exercise. Before completing the course each candidate for a normal school diploma should spend a few weeks if possible, in actual charge of a room or school under proper supervision.

The institution presenting candidates for teachers' certificates must have a practice school of its own or have suitable arrangements with the public school for observation and practice teaching. As a minimum the training school should be a well equipped and organized ungraded school, or two or three grades each of primary and grammar grade pupils. The training school classes should be of reasonable size—from eight to fifteen pupils. The observation and practice teaching should be under the direct control and close supervision of the critic teacher of the institution. Directions for observation should be given the students and lesson plans for practice teaching should be submitted to the training teacher by the students before teaching. Regular conferences should be held on the observation work and on the practice teaching.

The value of training school work depends upon close supervision and the skill and energy on the part of the critic teacher in directing the pupil teacher. As a means of professional preparation, teaching without close supervision is a waste of time and energy. The work of well-trained critic teachers alone will be acceptable. There must be a sufficient number of critic teachers to direct properly the observation and pupil teaching.

6. Academic Subjects in Normal Course. In addition to the professional work of the standard normal course outlined above, each candidate for a standard normal certificate must present enough approved academic work done in the normal school department to make a total with the professional work of sixty-four semester hours.

The State Board of Education does not prescribe the academic work to be taken in the normal school department, but it sets forth the following regulations:

(a) If the student has not earned credits in the subjects listed under "2" on page 8, he must obtain these credits in the normal school department.

(b) The fact that the student has had any of the subjects, referred to in the preceding paragraph, in the high school or preparatory course, does no prevent her taking advanced work in these subjects in the normal school department.

(c) A student may not be credited with more than three units each in foreign language or in mathematics in the secondary and normal courses combined.

(d) As a general rule the academic work taken by any normal school student should be organized so as to make the student proficient in the subjects she

is to teach and to give her a scientific, sympathetic attitude toward the problems with which she will deal as a teacher. Some members of each class should make special preparation in some subject like writing, drawing, music, or physical education as there is a strong demand for persons, who can teach or supervise these subjects.

7. **Library.** Each school offering candidates for certification should have a professional library of at least two hundred and fifty volumes. These volumes should be carefully selected with regard to the trend of modern education. They should be selected with regard also to the proper proportion of books to each of the divisions of professional subjects indicated in the outline proposed in this statement. Some of the more valuable new books should be added from time to time.

A list of the professional books should be filed with the Secretary of the State Board. The library should also be supplied with a number of the better educational journals for use of the normal classes, including the West Virginia Journal-Educator.

Teachers of professional subjects and training teachers should plan definite library work for all students of the Normal Course.

8. **Equipment.** The equipment including laboratories must represent the best standards for junior and senior colleges.

THE SHORT COURSE

General Regulations

(NOTE—Attention is directed to "Routine Procedure" on p. 5 of this bulletin)

1. The high school offering this course must be first-class in every respect. Other institutions giving the course must meet similar standards.

2. The teachers composing the faculty of such schools must be acceptable to the State Board of Education.

3. The training teacher must have the direct approval of the State Board of Education. She should have training equivalent to graduation from a standard college with at least twenty semester hours of credit in professional subjects. As a general rule such teachers must have educational subjects as a major in the collegiate course completed. Teachers who have not had successful experience should not be employed as normal training teachers. The credentials of normal training teachers should be sent to the State Board for approval before school opens.

4. The school maintaining this course must have a combined enrollment of at least twenty students definitely assigned to the junior and senior years of the course.

5. The work taken by each student in the normal department must be approved by a representative of the State Board of Education, and the candidates must be recommended by the State Board of Education before certificates are granted.

6. The school must have under its control a training school for observation and directed teaching; and, should have one or more rural schools for this purpose.

7. Students may be given a limited amount of credit for work done out of residence if the work is properly supervised and adequately tested when completed.

8. The school giving this course must have a library of at least 100 volumes of approved professional books. A suggested list will be found on the last pages of this bulletin.

Short Course of Study

I. Required Professional Subjects:

1. Principles of Education or General Method.....	1/2 unit
2. Principles of Learning and Teaching including Elementary Psychology.....	1/2 "
3. School Room Management.....	1/2 "
4. Special Methods in the Fundamental Subjects including Analytical Review of Subject Matter.....	1/2 "
5. Observation and Directed Teaching.....	1/2 "
Total.....	2 1/2 units

II. Required Academic Subjects:

1. English.....	3 units
2. History (U. S. since 1700) and Civics.....	1 unit
3. Agriculture, Rural economics, Nature Study, Gardening, or Home Planning—from this group at least.....	1 "
4. Home Economics (for girls) } Industrial Arts (for boys) }	1 "
5. Drawing.....	1/2 "
6. Music.....	1/2 "
7. General Science, Everyday Chemistry, Botany or Elementary Biology—from this group.....	1 "
8. Rural Sociology and Economics.....	1/2 "
9. Sanitation and Hygiene.....	1/2 "
Total.....	9 units

III. Elective Academic Subjects:

Four and one-half units elective from the following list of subjects:

1. English.....	1 unit
2. Botany.....	1 "
3. Chemistry.....	1 "
4. Physics.....	1 "
5. Entomology.....	1 "
6. Horticulture.....	1 "
7. School Gardening.....	$\frac{1}{2}$ "
8. Poultry Raising.....	$\frac{1}{2}$ "
9. Algebra.....	1 "
10. Geometry.....	1 "
11. Ancient and Mediæval History.....	1 "
12. English History or Modern European History.....	1 "
13. Current Events.....	$\frac{1}{2}$ "
14. Commercial Geography.....	$\frac{1}{2}$ "
15. Home Economics.....	$\frac{1}{2}$ "
16. Industrial Arts.....	$\frac{1}{2}$ "
17. Vocational Guidance.....	1 "
18. Conservation and Production.....	1 "

Suggestions Concerning Professional Subjects

The following brief suggestions concerning the required professional subjects will indicate some leading principles and aims to be kept in mind by the teachers of these subjects.

Principles of Education, One-half Unit

A modern textbook should be used—studied and taught—not simply read and recited. The library should furnish suitable books and periodical literature to supplement the textbook. The purpose of this course is to make clear and concrete the meaning of education in a republic.

The course should furnish a definite and appreciative notion of the meaning of education, its economic and social values.

The course in the principles of education should enable the student to develop a clear notion of the need of good schools, their economic and social values; the aims of life-happiness, moral development, service and utility, good will and toleration; the nature and value of knowledge; what studies and knowledge have contributed most to modern civilization; the hereditary nature of man—his instincts and capacities; the changes needed in boys and girls to insure useful lives; democratic and undemocratic

schools; industrial society in a republic; the educative value of labor; production, exchange, and consumption; the changing civilization and adaptations of schools to meet these changes in civilization.

See Library List for reference books.

Principles of Learning and Teaching, One-half Unit

This course consists of reading, class work, and observation of good teaching. These three phases of the course should be carried on together. The class should observe teaching twice a week for half the first semester. These observation lessons should be well planned and prepared for by the students; they should be discussed in class on the basis of principles of learning and teaching. The observation work is a part of the laboratory for the textbook work and class discussion. When the directed teaching begins it completes the laboratory part of this course.

This course should enable the students to see clearly the difference between economical and wasteful ways of learning. There are many ways to learn but only one most economic and effective way. There are a few principles of learning and teaching that secure economic and effective learning. These principles should be illustrated by observation of teaching until they are clear, studied and discussed in class until they are thoroughly understood, and applied in directed teaching until the student is facile in their use.

See Library List for reference books.

School Room Management, One-Half Unit

For this course the student should have a good, brief test. The library should supply abundant supplementary material. The purpose of the course is to teach by reading, discussion, and demonstration or example, the most favorable school conditions for learning. Do not permit the course to get to the low level of manipulating the routine of the school room and the mechanical control of the children; such things are incidental to the course.

When all the conditions for learning are favorable the school room is well managed. School room management is a means to learning. It is also an end in the sense that in the school children have a fine opportunity to learn self control, to take and give, to

co-operate and serve. The school may be the most democratic institution in our republic—too often it is a suitable monarchy. There are few better opportunities to teach American citizenship than in the school room management.

See Library List for reference books.

Special Methods in the Fundamental Subjects, One-Half Unit

This subject may be considered in connection with Principles of Learning and Teaching, or rather as an application of the Principles of Learning and Teaching to the common branches. The study of this subject should show how scientific educational principles may guide instruction in different subjects under varying conditions.

Complaint is often made that teachers who have completed the Short Course do not understand the essentials of the common branches. The proper study of Special Methods should give the prospective teacher a review of the essential facts of each subject and an appreciation of the relative importance of such facts.

See Library List for reference books.

Directed Teaching, One-Half Unit

The directed teaching should begin about the middle of the first semester. Observation and the principles of learning and teaching should furnish the knowledge to do the teaching. There should be no trial and error method used in this course; neither the children nor the student teacher can afford such procedure. The subject matter to be taught must be well understood by the student teacher, the lesson well planned, each lesson supervised by the training teacher, and later analyzed and discussed with the student teacher. We learn to do by knowing not by merely doing. Poor teaching fixes and perpetuates poorer teaching.

The directed teaching should be distributed according to the facility with which the process is learned. Some students attain reasonable efficiency in shorter time than others; no one should be recommended for certification until teaching efficiency has been demonstrated. It is for the training teacher to see that quality of the directed teaching is of high degree in economic and educative value.

 See Library List for reference books.

A SAMPLE PLAN FOR DIRECTED TEACHING

Below is an outline of a year's work in practice teaching made out by Miss Mabel Carney, of Columbia University, and used in the High School Training Classes of Minnesota. It is not prescribed for West Virginia, but is given here as a general suggestion, and as a basis of comparison and discussion. Schools wishing to follow this outline may do so by reducing the work of each division to bring the total within the requirements for our state.

THE CARNEY OUTLINE

First Semester

Time	Kind of Teaching	Chief Emphasis	Kind of Lesson Plan
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I. Two Weeks Observation and Preparation:

		General class procedure and management. Steps of procedure. Simple outline.	Oral and written discussions of work seen.
2 weeks	Group Teaching (preferably of classes observed above)	Technique; drill lessons and class management.	Class procedure outlined.
1 week	Rural Visiting and Observation.	Study of rural school conditions.	Special reports of observations.
1 weeks number	Teaching; discussions of rural school visits.	Study of rural school conditions.	Summary of points made in discussions each day.

II. Twelve Weeks Group Teaching:

	(3 months)	Class technique.	Complete.
1st month	{ Arithmetic, Grades 3 and 4;	Drill lessons; motivation and assignments.	Detailed plans chiefly.
	{ Reading, grades 2 and 5 or Upper 2.		
2nd month 20 or 30 in a day	{ Lang., grades 3, 4, 5 and 6;	Drill lessons, motivation and assignments	Detailed plans chiefly. Outline plans of phonics.
	{ Phonics, grades 1 and 2.		

3rd month and 6	Geography, 4, 5	Inductive lessons; motivation; organization; questioning; assignments.	Detailed plans for Geography.
	Spelling, 3 and 4.	Detailed planning.	Outline plans for Spelling.

Second Semester

Time	Kind of Teaching	Chief Emphasis	Kind of Lesson Plan
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III. Eight Weeks Room Teaching:

(2 months) (Grades 1 to 8 inclusive)		(a) Special methods in the subjects taught.	Outline plans; Complete plans required occasionally.
Bird's eye view of every subject all through grades.		(b) Discipline and room management.	
1st month	{ Language Grammar Geography	(a) Special methods in the subjects taught.	Outline plans; complete plans required occasionally.
2nd month	{ History Reading	(b) Discipline and room management.	Complete plans for History. Outline plans for Reading.

IV. Two Weeks Rural School Practice:

Management of all grades at once.	Class procedure outlined.
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V. Eight Weeks Spring Primary Class:

Starting beginning children.	Complete plans for Reading. Outline plans for other subjects.
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LIBRARY FOR SHORT COURSE

The normal school faculty may select the additional books for the professional library. The following are suggested for the subjects listed:

I. Principles of Education:

Thorndike, Education a First Book—Macmillan Company.

Edist, Concrete and Practical Modern Education—Houghton-Mifflin Company.

- Judd, The Evolution of a Democratic School System—Houghton-Mifflin Company.
 Weeks, The Education of Tomorrow—Sturgiss and Watkins Company.
 Swift Learning and Doing—Bobbs-Merrill Company.
 Key, Education of the Child—Putnam's Sons.
 Gilbert, The School and Its Life.
 Judd, Introduction to the Scientific Study of Education—Ginn & Company.

II. Principles of Learning and Teaching:

- Betts, The Recitation—Houghton-Mifflin Company.
 Earhart, Types of Teaching—Houghton-Mifflin Company.
 La Rue, The Science and Art of Teaching—American Book Company.
 Freeman, How Children Learn—Houghton-Mifflin Company.
 Hazlett, Thinking as a Science—Dutton and Company.
 Earhart, Teaching Children to Study—Houghton-Mifflin Co.
 Chapman and Rush, Scientific Measurement of Class Room Products—Silver Burdett & Co.
 Thorndike, Principles of Teaching—A. G. Seiler Company, New York.
 Hall and Hall, The Question as a Factor in Teaching.
 Strayer—Brief Course in the Teaching Process—The Macmillan Company.
 Waddle, Introduction to Child Psychology—Houghton-Mifflin Company.

III. School Room Management:

- Wilkinson, Rural School Management—Silver Burdett & Co.
 Dutton, School Management—Scribner's Sons.
 Bennett, School Efficiency—Ginn & Co.
 Foght, The Rural Teacher and His Work—Macmillan Company.
 Betts, New Ideals in Rural Schools—Houghton-Mifflin Company.
 Morehouse, The Discipline of the School.
 Sears, Classroom Organization and Control—Houghton-Mifflin Company.

IV. Special Methods:

- Parker, Teaching of Common School Branches—Ginn & Co.
 Branson, Project Method in Education—R. G. Badger Company, New York.
 Johansen, Project in Action in English—R. G. Badger Company, New York.
 Charters, Teaching the Common Branches—Houghton-Mifflin Company.
 Briggs and Coffman, Reading in the Public Schools—Rowe, Peterson & Co.
 McMurtry, Method of the Recitation.
 Special Methods in Common Branches.
 Klapper, Teaching of Arithmetic.
 Teaching of English.
 Teaching of Reading.
 Dodge and Kirchwey, Teaching of Geography—Rand-McNally.
 Johnson, Teaching of History—The Macmillan Company.
 Trafton, Teaching of Science in the Elementary School.

V. Observation and Directed Teaching:

Nutt, Observation of Teaching.
Maxwell, Observations of Teaching.
Freeland, Elementary School Practice.
Hall-Quest, Supervised Study—The Macmillan Company.

VI. Miscellaneous Professional Books:

Cubberley, Rural Life and Education—Houghton-Mifflin Company.
Kilpatrick, The Project Method—The Macmillan Company.
LaRue, Psychology for Teachers.
McMurry, How to Study—Houghton-Mifflin Company.
Klapper, Principles of Educational Practice—D. Appleton and Company.
Phillips, Elementary Psychology—Ginn and Company.
Terman, Measurement of Intelligence—Houghton-Mifflin Company.
Chapman and Rush, Scientific Measurement of Classroom Products—
Silver Burdette & Co.
Wilson, Motivation of School Work—Houghton-Mifflin Company.

(NOTE—See list of professional books in bulletin "The High School Library List," published by the State Department of Education.)

VII. Reports, Bulletins and Journals:

State Department of Education—(A complete set of reports and bulletins will be furnished on request.)
United States Bureau of Education.
National Education Association.
Journals—Each normal training school should have at least three or four standard educational journals including the West Virginia School Journal-Educator.

VIII. Rural Sociology:

Carney, Country Life and the Country School—Rowe, Peterson & Co.
Gillett, Constructive Rural Sociology—Sturgiss and Walton.
Cubberley, Rural Life and Education—Houghton-Mifflin Company.
Frame, Scoring the Rural Community (a useful bulletin). Extension Division, College of Agriculture, Morgantown.

IX. School Hygiene and Sanitation:

Dressler, School Hygiene—The Macmillan Company.
Allen, Civics and Health.
Ogden, Rural Hygiene.
Williams, Ayers and Wood, Healthful Schools.
Terman, Hygiene of the Child—Houghton-Mifflin Company.
Bulletins, State Department of Health.

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